



## Charleston Progressive

382 Meeting Street  
Charleston, SC 29403

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	291 Students	
<b>Principal</b>	Wanda Wright-Sheats	843-720-2967
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	Average	At-Risk
2004	Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

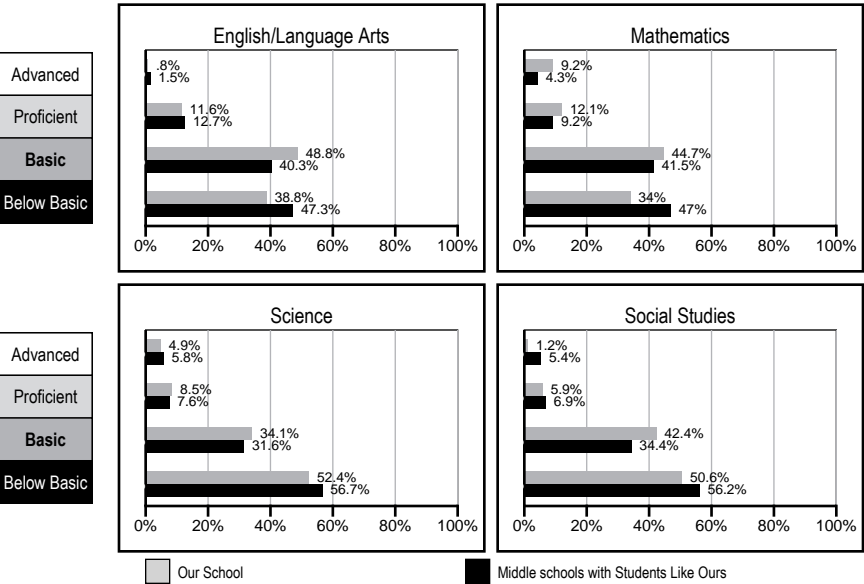
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	38

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	86.0
English 1	0	81.6
Physical Science	0	35.2
All Subjects	100.0	83.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=291)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	31.3%	Up from 22.1%	12.0%	19.4%
Retention rate	1.4%	Down from 5.6%	3.1%	1.8%
Attendance rate	96.7%	Up from 95.9%	95.1%	95.8%
Eligible for gifted and talented	7.7%	Down from 8.3%	5.8%	15.3%
With disabilities other than speech	6.3%	Down from 7.1%	13.5%	12.9%
Older than usual for grade	0.4%	Down from 1.0%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	Up from 2.5%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	53.6%	Up from 50.0%	54.3%	55.0%
Continuing contract teachers	64.3%	Down from 76.9%	54.4%	70.6%
Teachers with emergency or provisional certificates	7.7%	Down from 8.0%	19.0%	5.4%
Teachers returning from previous year	84.2%	Up from 76.4%	76.7%	83.4%
Teacher attendance rate	95.2%	Up from 94.8%	94.8%	94.9%
Average teacher salary	\$48,591	Up 3.0%	\$43,224	\$44,706
Professional development days/teacher	16.5 days	Up from 13.1 days	12.1 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 16.0 to 1	15.9 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 89.8%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$8,206	Up 17.3%	\$8,951	\$7,097
Percent of expenditures for instruction*	71.6%	Up from 68.6%	62.8%	64.4%
Percent of expenditures for teacher salaries*	65.0%	Up from 63.6%	55.8%	59.4%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Charleston Progressive Academy (CPA), a county-wide magnet school, serves students in grades K – 8. The school originated based on Integrated Thematic Instruction, which will continue to be a part of our cross-curricular planning and instruction. However, to meet the needs of all of our students today, we found Leadership and Fitness to be a more appropriate magnet focus.

It is our mission to empower our students to become productive and responsible citizens and leaders by providing each child with an engaging academic curriculum and enriching individualized learning experiences in a safe, student-centered learning environment with continuous support from faculty, staff, parents, and the community.

Our 2007 report card rating for the elementary school was below average for the first time. The middle school was rated unsatisfactory for the second time. To meet the learning needs and many levels of our students, we continued RIT Learning Communities. Students received daily instruction based on their RIT scores from MAP testing. MAP is a computerized benchmark assessment used to measure student progress. On the middle school level, students attended daily study skills classes. Other interventions that we are using to address student deficiencies are Successmaker, Academy of Reading and Math Computerized Assisted Instruction, and team teaching. CPA's eighth grade students were able to take Algebra I, Spanish I, and Keyboarding for high school credit.

Students received several academic accolades based upon training and instruction received. They include: CPA's first Junior Scholar, first and second place Optimist Oratorical Winners, National Pan-Hellenic Council Oratorical Winners, The Citadel Engineering Week Winners, Quest Writing Winner and the Post and Courier Math and Science Challenge Participants (middle). This was the third year that the Boys' Basketball Team existed at CPA. They were conference runner up in the 1-AAA Trident League Tournament.

Our greatest challenges include improving our stagnant elementary report card unsatisfactory improvement rating and moving our middle school students to the next level. We have a part-time parent educator who is working very hard to increase our parental involvement. A full-time middle school lead teacher and teacher coach have provided teachers with systematic professional development, in-services on data analysis and best practices in instruction, and assessment to create an atmosphere of academic excellence as we look forward to the 2008-2009 school year.

Wanda Wright-Sheats, Principal  
Lonnie Hamilton III, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	46	36
Percent satisfied with learning environment	64.5%	91.1%	80.6%
Percent satisfied with social and physical environment	77.4%	84.4%	80.6%
Percent satisfied with school-home relations	81.3%	76.1%	82.9%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status Newly Identified

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

### PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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#### English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	202	100	30.8	44.9	19.7	4.5	33.3	53.5	48.2	No	Yes
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#### Gender

Male	98	100	36.5	46.9	13.5	3.1	26	47.3	41.7	N/A	N/A
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Female	104	100	25.5	43.1	25.5	5.9	40.2	59.9	55	N/A	N/A
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#### Racial/Ethnic Group

White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
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African American	197	100	30.3	45.1	20	4.6	33.8	32.1	31.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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#### Disability Status

Disabled	17	100	100	0	0	0	0	20.4	16	I/S	I/S
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#### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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#### English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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#### Socio-Economic Status

Subsided meals	173	100	32	44.8	19.2	4.1	33.1	33	34	No	Yes
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#### Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	202	100	33.8	41.4	18.2	6.6	34.8	49.7	45.8	Yes	Yes
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#### Gender

Male	98	100	34.4	32.3	27.1	6.3	38.5	49.5	45.6	N/A	N/A
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Female	104	100	33.3	50	9.8	6.9	31.4	49.9	45.9	N/A	N/A
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#### Racial/Ethnic Group

White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
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African American	197	100	33.8	41	18.5	6.7	34.9	26.2	26.9	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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#### Disability Status

Disabled	17	100	87.5	12.5	0	0	0	20.2	17.1	I/S	I/S
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#### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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#### English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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#### Socio-Economic Status

Subsided meals	173	100	35.5	39.5	19.8	5.2	35.5	28.3	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	138	100	50	31.3	11.2	7.5	18.7	39.2	35.7	96.7	96
Gender											
Male	70	100	47.1	33.8	10.3	8.8	19.1	40.8	37.4	96.7	95.8
Female	68	100	53	28.8	12.1	6.1	18.2	37.6	33.8	96.8	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	84.9	96.1
African American	134	100	50	31.1	11.4	7.6	18.9	15.3	17	96.8	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	95.2	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	12	100	81.8	18.2	0	0	0	16.6	14	95.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	95.7	96.3
Socio-Economic Status											
Subsided meals	114	100	54	30.1	10.6	5.3	15.9	17.1	21.1	96.6	95.5

Social Studies

All Students	138	100	42.3	39.4	10.9	7.3	18.2	40.2	34	96.7	96
Gender											
Male	66	100	32.3	53.8	6.2	7.7	13.8	42	36.6	96.7	95.8
Female	72	100	51.4	26.4	15.3	6.9	22.2	38.3	31.3	96.8	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	84.9	96.1
African American	135	100	42.5	39.6	11.2	6.7	17.9	19.1	19.1	96.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	95.2	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.7	96.3
Socio-Economic Status											
Subsided meals	124	100	44.7	37.4	11.4	6.5	17.9	20.1	21	96.6	95.5

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	36	100	16.7	50	30.6	2.8	33.3
	4	29	100	17.2	55.2	27.6	0	27.6
	5	33	100	24.2	51.5	24.2	0	24.2
	6	43	100	51.2	39.5	9.3	0	9.3
	7	45	100	41.9	44.2	14	0	14
	8	47	100	41.3	47.8	8.7	2.2	10.9
2008	3	22	100	4.5	4.5	54.5	36.4	90.9
	4	28	100	32.1	46.4	21.4	0	21.4
	5	27	100	14.8	59.3	25.9	0	25.9
	6	36	100	29.4	38.2	29.4	2.9	32.4
	7	46	100	42.2	55.6	2.2	0	2.2
	8	43	100	42.9	50	7.1	0	7.1
Mathematics								
2007	3	36	100	25	52.8	19.4	2.8	22.2
	4	29	100	20.7	41.4	34.5	3.4	37.9
	5	33	100	27.3	54.5	9.1	9.1	18.2
	6	43	100	41.9	44.2	11.6	2.3	14
	7	45	100	34.9	41.9	14	9.3	23.3
	8	47	100	58.7	39.1	0	2.2	2.2
2008	3	22	100	9.1	36.4	22.7	31.8	54.5
	4	28	100	32.1	39.3	28.6	0	28.6
	5	27	100	37	25.9	37	0	37
	6	36	100	41.2	32.4	14.7	11.8	26.5
	7	46	100	33.3	55.6	8.9	2.2	11.1
	8	43	100	40.5	47.6	9.5	2.4	11.9
Science								
2007	3	17	100	58.8	17.6	23.5	0	23.5
	4	29	100	51.7	37.9	6.9	3.4	10.3
	5	16	100	43.8	43.8	12.5	0	12.5
	6	21	100	71.4	28.6	0	0	0
	7	45	100	62.8	34.9	2.3	0	2.3
	8	25	100	66.7	29.2	4.2	0	4.2
2008	3	11	100	9.1	18.2	36.4	36.4	72.7
	4	28	100	57.1	28.6	10.7	3.6	14.3
	5	14	100	50	28.6	14.3	7.1	21.4
	6	18	100	68.8	6.3	0	25	25
	7	46	100	40	48.9	11.1	0	11.1
	8	21	100	70	25	5	0	5
Social Studies								
2007	3	19	100	5.3	68.4	15.8	10.5	26.3
	4	29	100	13.8	58.6	17.2	10.3	27.6
	5	17	100	64.7	29.4	0	5.9	5.9
	6	22	100	36.4	45.5	13.6	4.5	18.2
	7	45	100	72.1	27.9	0	0	0
	8	22	100	68.2	31.8	0	0	0
2008	3	11	100	0	9.1	36.4	54.5	90.9
	4	28	100	39.3	42.9	14.3	3.6	17.9
	5	13	100	30.8	38.5	15.4	15.4	30.8
	6	18	100	16.7	55.6	22.2	5.6	27.8
	7	46	100	53.3	44.4	2.2	0	2.2
	8	22	100	72.7	27.3	0	0	0

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N/R--Not Reported

I/S--Insufficient Sample